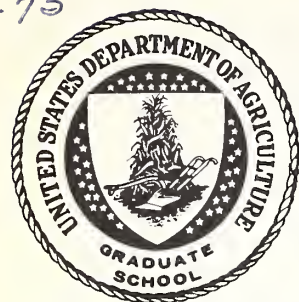


## **Historic, Archive Document**

Do not assume content reflects current scientific knowledge, policies, or practices.



Reserve  
1,984  
G-75



# GRADUATE SCHOOL

CONTINUING EDUCATION  
FOR THE FEDERAL  
COMMUNITY

## Newsletter

### CALENDAR OF EVENTS

March 1968

April 2, 1968

Monthly Faculty Luncheon

Speaker: Dr. Charles F. Austin

Time: 12:15 p.m. Rm 6962 South Building

Topic: "Management's Self-Inflicted Wounds:  
A Formula for Executive Self-Analysis"

### TECHNOLOGY AND HIGHER EDUCATION

Dr. Louis Bright, Associate Commissioner of Education and Director of the Bureau of Research, Office of Education, U.S. Department of Health, Education and Welfare, gave our March faculty luncheon guests plenty of food for thought.

He said, in opening, that his talk instead of being titled, "Technology and Higher Education," might better be called, "What is the changing role of the professor in higher education?"

"A major change in education over the past decade," he pointed out, "is the emphasis on individualization. This has always been a goal of education," he said, "but in the past individualization in education implied the tutorial process. Application of this method of individualization obviously was limited by the size of classes and the number of teachers.



"Technology," Dr. Bright said, "is now devising instructional materials more effective than the traditional textbook." "This 'technology'," he said, "is based on three premises:

1. Curriculum is defined in terms of behavioral objectives on the part of the students. Traditionally, curriculum was defined in terms of subject matter to be covered. Technology relates curriculum objectives to observable behavior changes in students. For example, a course in literature appreciation might define its curriculum objectives in terms of how many books the student takes out of the library in the semester following the course.
2. Students are different -- they differ in background, experience, ability and

speed at which they work and learn. Thus it is necessary to develop a system in which each student can go at his own speed.

3. If a student doesn't exhibit the wanted behavior, in relation to a specific course, then it is not the fault of the student but of the course. Education should not be a filter, to screen out students, but courses and materials should be revised until they result in success on the part of the students."

Dr. Bright pointed out that self-instruction materials are needed to enable students to go at their own speed, and these can be programmed materials, textbooks, television, or other media.

He added that what is new about these materials -- how they differ from the traditional textbook -- is in their carefully defined objectives and the concept of testing and revision of materials to achieve these objectives. Modern curriculum development consists of defining specific objectives; preparing materials to accomplish these objectives; trying and testing them on students; and revising and refining them.

This testing and revising, typically, consists of trying out the materials on two or three students at the lower end of the scale and getting them to make comments on sections they think may be misunderstood. Then the material is revised and tested again after which it may be again revised and tried out on a larger group. If questions on the material are missed by students, the tester finds out why -- whether the questions are not clear or the fault lies in the material. This refining process goes on until a 90-90 or 95-95 goal is reached -- i.e., 90 or 95 percent of the students score 90 or 95 percent in a final test. All learners can reach this criterion (thus all get A's or B's) but it takes some learners five to six times longer than the fastest learners.

"Obviously," Dr. Bright said, "this is a time-consuming and expensive process. But as more such materials are prepared and put into use the cost per pupil goes down -- and the success of this method of teaching is beyond dispute."

How does this affect the role of the professor or teacher? The teacher is no longer the source of information, he no longer has to say everything that the student is expected to learn. But he has other, important functions:

1. He gives help when needed.
2. He serves as diagnostician of learning problems -- and finds ways to solve them.
3. He develops the creative communicative abilities of students -- something that technology can't do. He helps students learn how to learn, how to think and express ideas and defend them, and how to listen, read, speak and write effectively. He gets students to talk, rather than doing the talking himself.

4. He serves as inspiration and model for his students.

"These are all very different from the traditional role and idea of a teacher," Dr. Bright concluded. "Just the idea of education is different today, from what it was. We now believe that practically anyone can learn anything -- for some it takes a little longer."

In the discussion that followed the talk, reference was made to our new Faculty Handbook and the section on Objectives. The bibliography on page 74 also lists Mager's book on "Preparing Objectives for Instruction." Faculty wishing to borrow this book should contact Vera Jensen on DU8-4419 or Code 111 x 4419. It is also available on sale in our bookstore and we have a short Correspondence Course built around Mager's book.

-#-#-#-#-

### HANDBOOK COMMENTS

Comments on the new Faculty Handbook are beginning to come in. We have received letters on it from our own teachers, from faculty at American University, and from the Foreign Service Institute.

But we still want you to mark up your copy with your comments -- to help us improve it. This is a vital step, as Dr. Bright pointed out at our luncheon meeting, in making the handbook more effective. If you mark up your copy and send it in, we will be happy to send you another copy to replace it.

-#-#-#-#-

### PROGRAMED COURSES

In connection with Dr. Bright's talk, we would like to remind you of our Modern Learning Center, in room 418W, of the USDA Administration Building. Paul Barlow is in charge of the Center, where we have a number of programed texts for your review, as well as references on materials in programed format. We also have six teaching machines which are in constant use in teaching courses as diverse as Statistics, Management, and English. In addition, we offer a number of courses utilizing programed texts, tape recordings, films, and combinations of these.

Currently, 80 students are taking programed courses utilizing our teaching machines -- supplemented, of course, by the coaching provided by teachers expert in the subject matter being taught. Programed texts and materials are also being employed in several Saturday morning computer science courses and evening courses.

You are invited to visit our Modern Learning Center and to call Mr. Barlow for advice on programed materials. The phone at the Center is DU8-6693 or Code 111 x 6693

-#-#-#-#-



## NEW COURSES

New Special Program (daytime) courses recently announced include:

"Management Problem-Solving Discussion Skills" (D6-12) -- a multimedia course, which begins April 29. Nominations are due April 8.

"Management Seminar for Attorneys" (D6-92) -- a three-day course, to be held April 22, 24 and 26. Nominations are due April 1.

For more information or flyers describing these courses, call Dee Henderson, DU8-3247 or Code 111 x 3247.

-#-#-#-#-

## NEW BOOK

Just off the Graduate School Press is the fourth in the Critical Issues and Decisions series, this one entitled "Revolution of Ideals." It includes lectures by Max Kaplan, international consultant on leisure and the arts, and Professor of Aesthetics, University of Southern Florida; Whitney Young, Director of the Urban League and member of the President's Commission on Law Enforcement; Leon Keyserling, consulting economist and attorney and President of the Conference on Economic Progress; and Max Lerner, political columnist and Professor of American Civilization, Brandeis University. This stimulating collection of thoughts is available through our bookstore, at \$2.00 for the paperback edition, \$3.50 for the clothbound. But don't forget that faculty and committee members are entitled to a 20 percent discount.

Copies of the previous three editions in the Critical Issues and Decisions series are still available through the bookstore, too. They feature such outstanding scholars as Arthur Schlesinger Jr., Harold Taylor, Henry Steele Commager, and Stuart Chase.

-#-#-#-#-

## CRITICAL ISSUES SEMINAR

For the next Critical Issues and Decisions seminar, beginning March 26, we will again have an outstanding slate of scholars, including two mentioned above Max Lerner and Leon Keyserling. Also presenting lectures will be Constantinos Doxiadis, internationally famous architect and planner; John U. Nef, Chairman, Center for Human Understanding, University of Chicago; Donald Michael, University of Michigan and author of "The Next Generation;" Russell Kirk, Professor of Politics, Long Island University; Mahlon T. Puryear, Deputy Executive Director of the Urban League; Reed Whittemore, educator, poet, and writer; and James C. Bostain, linguistic scientist, with the Foreign Service Institute.

At this writing, there was still room for two or three more enrollees in this seminar. Check by calling DU8-3247 or Code 111 x 3247 if you are interested.

-#-#-#-#-











FAR EAST VISITOR -- Recognize him there in the middle? Yes, that's our Director, John Holden, pictured during a stopover March 1 in Japan, where Elmer W. Hallowell, Agricultural Attache, Tokyo, sponsored a luncheon in his honor. Other guests were educational and personnel leaders in Japan and members of the American Embassy. They are, from the left, Ryo Natori, Treasurer, Tokyo Office, Kiyosato Educational Experiment Project; Ku Tashiro, Efficiency Section, Employee Relations Bureau, National Personnel Authority; Jerry L. Inman, Deputy Chief, Educational Exchange Branch, USIS, American Embassy; Tametomo Mitsui, Professor, Tokyo Metropolitan University; Masahiro Mashiko, Director General, National Personnel Authority; Michitsugu Mitsusada, Social Education Inspector, Ministry of Education; Hiroshi Kida, Director, Social Education Bureau, Ministry of Education; Dr. Holden; William E. Dietz, Chief, Educational Exchange Branch, USIS, American Embassy; Mr. Hallowell; T. Sawamoto, Administrative Assistant to the Director, Japan Library School, Keio University; Kunio Uyeno, Agricultural Attache's Office, American Embassy; and Wilbert Schaal, Assistant Agricultural Attache and the only Graduate School instructor living outside the United States.

NOTE: Dr. Holden is scheduled to be back from his trip the week of April 1. He has been sending us materials gathered from educational institutions in over a dozen countries. Since he took his camera along, hopefully, we may be able to persuade him to give a slide-talk at our May faculty luncheon meeting.

Sincerely,

*Edmund N. Fulker*

Edmund N. Fulker  
Acting Director.